

Technical Assistance

Non-Public School/School System:

AEA:



Annual Progress Report for the 2005-06 School Year

ACCREDITED NONPUBLIC SCHOOLS/School Systems

Mail **four copies** of this document by **Friday, September 15, 2006**, to the address below and one copy to the chief administrator of your AEA.

Iowa Department of Education
ATTN: Del Hoover, Deputy Division Administrator
Division of Early Childhood, Elementary, and Secondary Education
Grimes State Office Building
Des Moines, IA 50319-0146

Iowa Department of Education
June 28, 2006

APR 2005-06 Reporting Requirements Accredited Nonpublic Schools/School Systems

Questions and Answers

1. Do federal NCLB requirements apply to accredited nonpublic schools/school systems?

No.

2. How are the APR requirements for 2005-06 the same as last year?

Pursuant to 281—IAC Chapter 12, accredited nonpublic schools/school systems in Iowa must report student achievement data in the areas of reading, mathematics, and science. Student achievement reporting includes disaggregated data, multiple measures data, long-range goals, annual improvement goals, and goal progress. Reporting also includes additional state indicators, as appropriate to the grade levels served by the accredited nonpublic school. Student achievement trend line data and state and national comparisons are still reported using the percentage of students proficient.

3. How are the APR requirements for 2005-06 different from last year?

Three ITBS/ITED achievement levels must be reported for students at grades 4 (reading comprehension and mathematics), 8, and 11 (reading comprehension, mathematics, and science) for the 2005-06 school year.

Please note: Form fields have been inserted into the checklist for your convenience. Tab from box to box and fill in the appropriate information or print a copy and write or type in the boxes.

4. Does an accredited nonpublic school/school system give the same APR to the DE, its AEA, and its local community?

Yes, the AEA and the local community must receive the same information. However, the process and forms by which all APR reporting requirements are distributed to the local community is a local decision. Each accredited nonpublic school is responsible to provide all APR requirements, at a minimum, to the three groups identified pursuant to 281—IAC 12.8(3)(b).

2005-06 School Year: Annual Progress Report (APR) Minimum Requirements Accredited Nonpublic Schools/School Systems

Due Date: Friday, September 15, 2006 (Attach this checklist to the school's APR.)

Each accredited nonpublic school/school system is required to submit an Annual Progress Report (that contains, at a minimum, for the 2005-06 school year all reporting requirements in this document) to its local community, its respective AEA, and the Department of Education. The APR should allow stakeholders to answer the following questions:

- How well are all our students learning in at least the areas of reading, mathematics, and science?
- How well is our school meeting the goals in its comprehensive school improvement plan?

This form is available on the DE Web site: www.state.ia.us/educate/. Please attach a paper copy of this document to the front of each of the **four** annual progress reports submitted.

Accredited Nonpublic School/School System Name: _____

Total Enrollment: _____ AEA: _____

Address: _____

Local Contact Person for This Report: _____

E-mail Address for APR Contact Person: _____

Department of Education School Improvement Consultant _____

(The name of your School Improvement Consultant assigned to your school may be found on the DE web site.)

(Check one to indicate the grade levels served.) K-12 ☐ K-6 ☐ K-8 ☐ 9-12 ☐ Other ☐

(Check all that apply.) We have multiple attendance centers for grade levels 4 ☐, 8 ☐, and 11 ☐.

Assurances:

C1. ☐ Yes ☐ No

The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals.

Date SIAC recommendations were presented: _____

C2. ☐ Yes ☐ No

All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. **If the school had fewer than 10 students in a subgroup for reporting purposes, it still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate.**

C3. ☐ Yes ☐ No

All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: _____

Signature of the Accredited Nonpublic School/School System Principal or Superintendent.

C4. Name: _____ Date: _____

Title: _____

Please place the page number(s) where each reporting requirement appears in the APR on the line provided. If a “yes” or “no” response is required, check whichever blank applies. Place “N/A” in the blank before any item that does not apply.

Place “N/A” on the line in the following situations:

- A required reporting grade level contains fewer than 10 students.
- A required reporting subgroup contains fewer than 10 students at a grade level.
- A requirement applies to a required reporting grade level(s) that the school does not serve.

Progress with Student Achievement

Include in these data the scores of all enrolled students—students for whom the accredited nonpublic school/school system provides an educational program even for part of the academic year. Note: Full academic year does not apply to APR reporting for Chapter 12. Full academic year applies to Adequate Yearly Progress (AYP) federal requirements—which do not apply to accredited nonpublic schools.

Grade 4 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The accredited nonpublic school/school system must report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when there are less than 10 students.

Reading (r)

Mathematics (m)

Page(s)

Page(s)

Number of 4th grade students in 2005-06: _____

1r. _____

1m. _____

New Requirement:

ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total

281--IAC 12.8(3)(b)(1) and (2)

Number of 4th grade students in 2005-06. If the total number of students at this grade level is fewer than 10, write N/A for 1r through 6m.

Report at least **three achievement levels** (low, intermediate, and high) for students in Reading Comprehension and Math Total – grade 4. Report annual data (2005-06) or biennium data (2003-05).

2r. _____

2m. _____

ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total

281--IAC 12.8(3)(b)(1) and (2)

At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total—grade 4. Report annual data (2003-04, 2004-05, and 2005-06) **OR** biennium data (2003-05 and 2004-06).

(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)

<p>3r. _____ 3m. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line data only if the student population for grade 4 includes both 10 or more males and 10 or more females.</i> At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total-grade 4. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>4r. _____ 4m. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u>-grade 4. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>5r. _____ 5m. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total-grade 4. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>6r. _____ 6m. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the percentage of students with disabilities proficient in Reading Comprehension and Math Total-grade 4. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

Grade 8 Reading, Mathematics, and Science Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

- The accredited nonpublic school/school system should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.
- Accredited nonpublic schools that do not serve students in grade 8 do not have to report science data at this time. These accredited nonpublic schools (e.g., K-6) should write N/A in the blank for science data.

Reading (r) Mathematics (m) Science (s)

<p>Number of 8th grade students in 2005-06: _____</p> <p>7r. _____ 7m. _____ 7s. _____</p>	<p><u>New Requirement:</u> <u>ITBS Data—Three Achievement Levels for Reading Comprehension and Math Total</u> 281--IAC 12.8(3)(b)(1) and (2)</p> <p>Number of 8th grade students in 2005-06. If the total number of students at this grade level is fewer than 10, write N/A for 7r through 12s.</p> <p>Report at least three achievement levels (low, intermediate, and high) for students in Reading Comprehension, Math Total, and Science – grade 8. Report annual data (2005-06) or biennium data (2003-05).</p>
<p>8r. _____ 8m. _____ 8s. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> 281--IAC 12.8(3)(b)(1) and (2)</p> <p>At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science - grade 8. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>9r. _____ 9m. _____ 9s. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2)</p> <p><i>Note: Report trend line and achievement data only if the student population for grade 8 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Total, and Science -grade 8. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>10r. _____ 10m. _____ 10s. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science—<u>each group with 10 or more students</u>—grade 8. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>11r. _____ 11m. _____ 11s. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Total, and Science <u>each group with 10 or more students</u> -grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>12r. _____ 12m. _____ 12s. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Total, and Science (ITBS)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the percentage of students with disabilities proficient in Reading Comprehension, Math Total, and Science <u>each group with 10 or more students</u> -grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

Grade 11 Reading, Mathematics, and Science Achievement Data

ITED Student Achievement Data

Reporting Group/Subgroup Data Guidance

- The accredited nonpublic school/school system should report student achievement data for each of the years in which there were 10 students or more in a grade level or within a subgroup. Report N/A for grade levels or subgroups when they are less than 10.
- Accredited nonpublic schools that do not serve students in grade 11 do not have to report science data at this time. These accredited nonpublic schools (e.g., K-6) should write N/A in the blank for science data.

Reading (r) Mathematics (m) Science (s)

<p>Number of 11th grade students in 2005-06: _____</p> <p>13r. _____ 13m. _____ 13s. _____</p>	<p>New Requirement: <u>ITBS Data—Three Achievement Levels for Reading Comprehension and Math Total</u> 281--IAC 12.8(3)(b)(1) and (2)</p> <p>Number of 11th grade students in 2005-06. If the total number of students at this grade level is fewer than 10, write N/A for 13r through 18s.</p> <p>Report at least three achievement levels (low, intermediate, and high) for students in Reading Comprehension, Math Total, and Science – grade 11. Report annual data (2005-06) or biennium data (2003-05).</p>
<p>14r. _____ 14m. _____ 14s. _____</p>	<p>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total 281--IAC 12.8(3)(b)(1) and (2)</p> <p>At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science - grade 11. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.)</i></p>
<p>15r. _____ 15m. _____ 15s. _____</p>	<p>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED) 281--IAC 12.8(3)(a)(1) and (2) <i>Note: Report trend line and achievement data only if the student population for grade 11 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report three years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science-grade 11. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.)</i></p>

<p>16r. _____ 16m. _____ 16s. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> 281--IAC 12.8(3)(a)(1) and (2) At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science for <u>each group with 10 or more students-grade 11</u>. Report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06). <i>(Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.)</i></p>
<p>17r. _____ 17m. _____ 17s. _____</p>	<p><u>Low Socioeconomic—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> (e.g., students eligible for F/R lunch) 281--IAC 12.8(3)(a)(1) At a minimum, report three years of annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Concepts and Problem Solving, and Science <u>each group with 10 or more students-grade 11</u>. <i>(Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.)</i></p>
<p>18r. _____ 18m. _____ 18s. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension, Math Concepts and Problem Solving, and Science (ITED)</u> (e.g., students with IEPs--504 students not included) 281--IAC 12.8(3)(a)(1) At a minimum, report annual data (2003-04, 2004-05, and 2005-06) OR biennium data (2003-05 and 2004-06) for the percentage of students with disabilities proficient in Reading Comprehension and Math Concepts and Problem Solving, and Science <u>each group with 10 or more students-grade 11</u>. <i>(Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.)</i></p>

Local Student Achievement Data Compared with State and Nation Percentage of Students Proficient

ITBS and ITED

Grade 4 Reading Comprehension and Math Total

The accredited nonpublic school/school system that serves students in grade 4 must compare the local percentage of students proficient with the following state and national data. Non-public schools/school systems should report annual data (2003-04, 2004-05, and 2005-06) **OR** biennium data (2003-05 and 2004-06):

- **State— Percentage of Students Proficient:** 78.0% (reading comprehension) and 78.8% (math total)
(taken from the 2005 Condition of Education Report – 2003-05 biennium data)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) and 60.0% (math total)

Reading (r) Mathematics (m)

19r. _____ 19m. _____

Percentage of students proficient achievement data for grade 4 compared with the state 281--IAC 12.8(1)(f)(1)

20r. _____ 20m. _____

Percentage of students proficient achievement data for grade 4 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 8 Reading Comprehension, Math Total, and Science

The accredited nonpublic school that serves students in grade 8 must compare the local percentage of students proficient with the following state and national data. Non-public schools/school systems should report annual data (2003-04, 2004-05, and 2005-06) **OR** biennium data (2003-05 and 2004-06):

- **State— Percentage of Students Proficient:** 70.6% (reading comprehension), 73.8% (math total), and 79.2% (science)
(taken from the 2005 Condition of Education Report – 2003-05 biennium data)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) , 60.0% (math total), and 60.0% (science)

Reading (r) Mathematics (m) Science (s)

21r. _____ 21m. _____ 21s. _____

Percentage of students proficient achievement data for grade 8 compared with the state 281--IAC 12.8(1)(f)(1)

22r. _____ 22m. _____ 22s. _____

Percentage of students proficient achievement data for grade 8 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 11 Reading Comprehension, Math Concepts and Problem Solving, and Science

The accredited nonpublic school that serves students in grade 11 must compare the local percentage of students proficient with the following state and national data. Non-public schools/school systems should report annual data (2003-04, 2004-05, and 2005-06) **OR** biennium data (2003-05 and 2004-06):

- **State— Percentage of Students Proficient:** 77.0% (reading comprehension), 78.4% (math concepts and problem solving), and 79.7% (science)
(taken from the 2005 Condition of Education Report – 2003-05 biennium data)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math concepts and problem solving), and 60.0% (science)

Reading (r) Mathematics (m) Science (s)

Percentage of students proficient achievement data for grade 11

23r. _____ 23m. _____ 23s. _____	compared with the state 281--IAC 12.8(1)(f)(1)
24r. _____ 24m. _____ 24s. _____	Percentage of students proficient achievement data for grade 11 compared with the nation 281--IAC 12.8(1)(f)(1)

Multiple Assessment Data Reading, Mathematics, and Science

Reading (r)

Mathematics (m)

Science (s)

25r. _____

25m. _____

25s. _____

Student achievement data (2005-06 school year at a minimum) from at least one additional assessment

281--IAC 12.8(3)(b)(5)

Accredited nonpublic schools/school systems that do not serve students in grade 8 or grade 11 (or both) do not have to report science data at this time.

These data may be from any level within the K-12 grade span. All accredited nonpublic schools/school systems must report data from multiple assessments in reading and mathematics. Only accredited nonpublic schools/school systems that serve students in grade 8 and/or grade 11 must report multiple measure data for science.

Only complete this section if multiple assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

Requirements #26 - #30 only apply if the accredited nonpublic school/school system used multiple assessment data other than the data from ITBS and/or ITED to measure progress toward annual improvement goals.

- These data must be reported for the grade level(s) for which the annual improvement goal(s) has been established.
- Write "N/A" for items 26-30 if you measured progress toward annual improvement goals with the ITBS and/or the ITED.
- List the additional district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established:

Reading Grade Level(s): _____

Assessment: _____

Assessment: _____

Mathematics Grade Level(s): _____

Assessment: _____

Assessment: _____

Science Grade Level(s): _____

Assessment: _____

Assessment: _____

Note: The accredited nonpublic school must have at least three consecutive years of data from the multiple measure in order to use it to measure progress toward annual improvement goal(s).

26r. _____ 26m. _____ 26s. _____

27r. _____ 27m. _____ 27s. _____

28r. _____ 28m. _____ 28s. _____

29r. _____ 29m. _____ 29s. _____

Trend Line Data for Each Assessment Listed Above

Include data from at least 2003-04, 2004-05, and 2005-06.

Performance Levels for Each Assessment Listed Above

281-- IAC 12.8(1)(f)(2)

At least three performance levels for the grade level(s) at which the annual improvement goal(s) are set.

Disaggregated Data for Each Assessment Listed Above

281-- IAC 12.8(3)(a)(1)

Disaggregated data for the following subgroups by at least three performance levels: gender, race, socioeconomic status, and students with disabilities.

Disaggregated trend line data for each subgroup for 2003-04, 2004-05, and 2005-06.

Reading, Mathematics, and Science Improvement Goals


Accredited nonpublic schools/school systems that do not serve students in grade 8 and/or grade 11 do not have to report science goals and science goal progress at this time. These accredited nonpublic schools/school systems (e.g., K-6) should write N/A in the science blanks.

Reading (r) Mathematics (m) Science (s)

30r. _____ 30m. _____ 30s. _____	<u>Long-range Goals</u> Long-range goal(s) 281---IAC 12.8(3)(b)(3)
31r. _____ 31m. _____ 31s. _____	<u>2004-05 Annual Improvement Goals</u> Annual improvement goal(s) for 2005-06 281--IAC 12.8(3)(b)(4)
<p align="center"><u>2005-06 Annual Improvement Goals Met or Not Met</u></p> <p align="center">Were annual improvement goal(s) met for 2005-06? (Check "yes" or "no.")</p> <p>32r. <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>Reading</i>)</p> <p>_____ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.</p> <p>One example: Our goal was <u>(annual improvement goal)</u>. We <u>(did/did not)</u> meet the goal. Last year our students scored <u>(data for 2004-05)</u>. Our goal predicted we would see a change of <u>(amount of change)</u>. This year our students scored <u>(data for 2005-06)</u>, which is <u>(more/less/same)</u> than what was expected.</p> <p>32m. <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>Mathematics</i>)</p> <p>_____ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.</p> <p>32s. <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>Science</i>)</p> <p>_____ Page number(s) for Supporting Data—Data in the APR must clearly demonstrate if the goal has been met.</p>	
33r. _____ 33m. _____ 33s. _____	<u>2005-06 Goals Not Met: Corrective Actions</u> Corrective actions to address not meeting goals. 281—IAC 12.8(3)(b)(4) <i>Complete #33 only if the school did NOT meet the <u>2005-06</u> annual improvement goal(s).</i> <i>If you checked NO for 32r, 32m, or 32s, the APR must contain a brief description to the local community about actions to meet the 2005-06 goals.</i> <i>If you checked YES for 32r, 32m, or 32s, write N/A in the blank.</i>
34r. _____ 34m. _____ 34s. _____	<u>Annual Improvement Goal(s) for 2006-07.</u> Annual improvement goal(s) for 2006-07.

Additional State Indicators

Place page
numbers
below. Report
percentages in
the APR.



Dropout Data 281--IAC 12.8(3)(a)(4)

Note: A "dropout" means a school-age student who is served by a school and enrolled in any of grades seven through twelve and who does not attend school, or withdraws from school for a reason other than death, or transfer to another approved school or school district, or has been expelled with no option of return.

35. _____

Percentage of all students considered as dropouts for grades 7 to 12.

Report these data even if the number of students is fewer than 10 (place APR page number in the blank; report the percentage in the APR).

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of dropouts in grades 7-12.)

_____ (Total number of students in grades 7-12.)

36. _____

Percentage of students considered as dropouts for grades 7 to 12 by gender

Report these data even if the number of students is fewer than 10 (place APR page number in the blank; report the percentage in the APR).

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of female dropouts in grades 7-12.)

_____ (Total number of females in grades 7-12.)

_____ (Total number of male dropouts in grades 7-12.)

_____ (Total number of males in grades 7-12.)

37. _____

Percentage of students considered as dropouts for grades 7 to 12 by race

Report these data even if the number of students is fewer than 10 (place APR page number in the blank; report the percentage in the APR).

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of White dropouts in grades 7-12.)

_____ (Total number of White students in grades 7-12.)

_____ (Total number of Black dropouts in grades 7-12.)

_____ (Total number of Black students in grades 7-12.)

_____ (Total number of Hispanic dropouts in grades 7-12.)

_____ (Total number of Hispanic students in grades 7-12.)

_____ (Total number of American Indian/Alaskan Native dropouts in grades 7-12.)

_____ (Total number of American Indian/Alaskan Native students in grades 7-12.)

_____ (Total number of Asian/Pacific Islander dropouts in grades 7-12.)

_____ (Total number of Asian/Pacific Islander students in grades 7-12.)

_____ (Total number of Other dropouts in grades 7-12.)

_____ (Total number of Other students in grades 7-12.)

Place page numbers below.
Report percentages in the
APR.



38. _____

Percentage of students with a disability (students with IEPs) considered as dropouts for grades 7 to 12 (*place APR page number in the blank; report the percentage in the APR*).

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of dropouts with IEPs in grades 7-12.)

_____ (Total number of students with IEPs in grades 7-12.)

39. _____

Post-Secondary Data

Percentage of all high school seniors who intend to pursue post-secondary education/training 281--IAC 12.8(3)(a)(5) (*place APR page number in the blank; report the percentage in the APR*).

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of seniors who intend to pursue post-secondary education/training)

_____ (Total number of seniors)

40. _____

Percentage of high school students (any students in grades 9-12 who took the ACT during the 2005-06 school year) achieving a score or status on a measure indicating probable post-secondary success. 281--IAC 12.8(3)(a)(6) (*place APR page number in the blank; report the percentage in the APR*).

Note: This measure should be the measure used by the majority of students in the School or attendance center who plan to attend a post-secondary institution. If this measure is the ACT, the cut score for probable post-secondary success is 20. Divide the number of students who took the ACT in 2005-06 and scored 20 or higher by the number of students who took the ACT and report the percentage.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of students achieving a score or status on a measure indicating probable post-secondary success)

_____ (Total number of students who took the test)

41. _____

Percentage of all 2005-06 high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies. (*place APR page number in the blank; report the percentage in the APR*) *Note: Divide the number of 2005-06 graduates who completed a core program by the total number of 2005-06 graduates. 281--IAC 12.8(3)(a)(7)*

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of high school graduates who completed a core program)

_____ (Total number of high school graduates)

Place page numbers below.



42. _____

Other Data

“Other locally determined” indicators. 281--IAC 12.8(3)

These are additional indicators that impact student learning as determined by the local accredited nonpublic school. **N/A does not apply to this requirement—every accredited nonpublic school/school system must report at least one local indicator.**